DOCUMENT RESUME

ED 328 037 EC 300 000

AUTHOR Claus, Richard N.; And Others
TITLE Severely Emotionally Impaired/Program Expansion/Project Find/Pre-Primary Impaired. Product Evaluation Report, 1989-1990.
INSTITUTION Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE Aug 90
NOTE 59p.; Appendix J may not reproduce legibly.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Compliance (Legal); *Disabilities; Educational Legislation; Elementary Secondary Education; *Emotional Disturbances; *Handicap Identification; Preschool Education; Program Development; Program Evaluation
IDENTIFIERS Education for All Handicapped Children Act; Saginaw City School System MI

ABSTRACT

The report describes 1989-90 activities receiving flow-through monies under Public Law 94-142 of four projects of the School District of the City of Saginaw (Michigan): (1) the Program for Severely Emotionally Impaired Students (SEI); (2) Program Expansion; (3) Project Find; and (4) the Pre-Primary Impaired Program. Among seven primary activities of the SEI program were: provision of instructional services to secondary level SEI students; provision of work experiences for the students; and maintenance of monthly contact with the parent/guardian of each student. Among three primary activities of Program Expansion were: employment of 15 special education teachers; provision of instructional services to elementary level learning disabled, emotionally impaired, educable mentally impaired, and physically and otherwise health impaired students at the elementary level; and provision of inservice training. Among four primary activities of Project Find were: screening of potentially handicapped students between the ages of 0 and 25 and establishment of contact with parents/guardians offering them appropriate referrals. The two primary activities of the Pre-Primary program were employment of a certified teacher and provision of services addressing each child's individualized educational plan. Eighteen appendixes detail program statistics and characteristics. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED328037

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

EVALUATION REPORT

SEVERELY EMOTIONALLY IMPAIRED/
PROGRAM EXPANSION/PROJECT FIND/
PRE-PRIMARY IMPAIRED

PRODUCT EVALUATION REPORT

1989-1990

DEPARTMENT OF EVALUATION SERVICES
- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Richard Norman
Clause
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EC 300000

BEST COPY AVAILABLE

SEVERELY EMOTIONALLY IMPAIRED/
PROGRAM EXPANSION/PROJECT FIND/
PRE-PRIMARY IMPAIRED

PRODUCT EVALUATION REPORT

1989-1990

An Approved Report of the

DIVISION OF ADMINISTRATION AND PERSONNEL

Department of Evaluation, Testing and Research

Paul Kurecka
Research/Evaluation Specialist

Barry E. Quimper, Director
Evaluation, Testing & Research

Dr. Richard N. Claus
Manager, Program Evaluation

Dr. Foster B. Gibbs, Superintendent
for Administration and Personnel
School District of the City of Saginaw

August, 1990

TABLE OF CONTENTS

	Page
INTRODUCTION	1
EVALUATION PROCEDURES	4
The Program For SEI Students	4
Program Expansion	4
Project Find	4
The PPI Program	5
THE PROGRAM FOR SEVERELY EMOTIONALLY IMPAIRED STUDENTS	6
Staffing	6
Academic Instruction	7
Student Behavior Modification	7
Student Employment	8
Student Recreational Activities	9
Staff Development	10
Home Contacts	10
Summary And Recommendations: The Program For Severely Emotionally Impaired Students	11
PROGRAM EXPANSION	13
Staffing	13
Instructional Services	13
Staff Inservices	17
Summary And Recommendations: Program Expansion	17
PROJECT FIND	19
Staffing	19
Initial Responses	20
Outside Referrals	20
Parent Contacts	20
Third Party Contacts	21
Screening	21
Diagnoses	22
Summary And Recommendations: Project Find	22
PRE-PRIMARY IMPAIRED PROGRAM	24
Hiring	25
Delivery of Special Education Services	25
Student Needs	25
Services Provided	26
Summary And Recommendations: PPI Program	27

TABLE OF CONTENTS (Continued)

		Page
APPENDICES		29
Appendix A:	Definition of a SEI Student and the Local Criteria for Such a Student's Acceptance into the Program	30
Appendix B:	Behavioral Modification System	31
Appendix C:	Entry/Highest Behavioral Levels and Change for SEI Students Enrolled Eighteen or More Weeks During 1989-90	34
Appendix D:	Employers and Jobs Held by SEI Students	35
Appendix E:	A Frequency Distribution of Total Consecutive Months Worked by SEI Students During 1989-90	36
Appendix F:	The Activities Attended by Students During 1989-90 SEI Activity Days	37
Appendix G:	Attendance Counts for Each of the 1989-90 Staff Meetings of the Program for SEI Students	38
Appendix H:	A Summary of SEI Meeting Topics	39
Appendix I:	Number and Percent of SEI Home Contacts by Month During 1989-90	40
Appendix J:	Annual Goals and Short Term Instructional Objectives	41
Appendix K:	Percent of Objectives Mastered by Student, by Classroom For Program Expansion During 1989-90	43
Appendix L:	Number and Percent of Program Expansion Students by Objective Attainment, 1989-90	44
Appendix M:	Frequency Distribution of Inservice Attendance by Program Expansion Staff Members During 1989-90	45
Appendix N:	The Project Find Process	46
Appendix O:	Project Find Coordinator's Log 1989-90	48
Appendix P:	Sources of Third Party Referrals to Project Find During 1989-90	49

TABLES OF CONTENTS (Continued)

		Page
Appendix Q:	Number and Percent of Eligibility Determinations by Category for Project Find Clients Whose IEPC Were Held During 1989-90	50
Appendix R:	Early Childhood Program	51

LIST OF TABLES

Table		Page
1	Number and Percent of Program Expansion Students Meeting Their Individualized Objectives Criterion by Classroom	15
2	Number and Percent of Pre-Primary Impaired (PPI) Students by Primary Impairment, 1989-90	26
3	Comparison of Services Pre-Primary Impaired (PPI) Students (N=19) Were to Receive to Services They Actually Received, 1989-90	27
C.1	Entry/Highest Behavioral Levels and Change for SEI Students Enrolled Eighteen or More Weeks During 1989-90	34
E.1	A Frequency Distribution of Total Consecutive Months Worked by SEI Students During 1989-90	36
G.1	Attendance Counts for Each of the 1989-90 Staff Meetings of the Program for SEI Students	38
I.1	Number and Percent of SEI Home Contacts by Month During 1989-90	40
K.1	Percent of Objectives Mastered by Student, by Classroom for Program Expansion, 1989-90	43
L.1	Number and Percent of Program Expansion Students by Objective Attainment, 1989-90	44
M.1	Frequency Distribution of Inservice Attendance by Program Expansion Staff Members During 1989-90	45
Q.1	Number and Percent of Eligibility Determinations by Category for Project Find Clients Whose IEPC were Held During 1989-90	50

INTRODUCTION

For the 1989-90 school year, the School District of the City of Saginaw received $592,633 in flow-through monies under Public Law 94-142[1]. This funding was for the continuation and expansion of the special education services offered under four programs: the Program for Severely Emotionally Impaired (SEI) students, Program Expansion, Project Find and the Pre-Primary Impaired (PPI) program.

For each of these programs, activities were mandated in the grant. The program for SEI students was responsible for seven primary activities:

1. To employ four teachers, two teacher aides, and one social worker (one of the teachers was to serve as a teacher/coordinator);
2. To provide instructional services to secondary level SEI students;
3. To provide a program of behavioral modification for the students;
4. To provide and coordinate work experiences for the students;
5. To provide social/recreational activities for the students;
6. To provide inservices for its staff members; and
7. To maintain monthly contact with the parent/guardian(s) of each of the students.

[1]Public Law 94-142: Education for All Handicapped Children.

Program Expansion was responsible for three primary activities.

1. To employ 15 certified special education teachers and six teacher aides. The specific number and type of certification was as follows:

   - Eight certified to work with learning disabled (LD) students;

   - Four certified to work with emotionally impaired (EI) students;

   - Two certified to work with educable mentally impaired (EMI) students; and

   - One certified to work with physically and otherwise health impaired (POHI) students.

2. To provide instructional services to elementary level LD, EI, EMI, and POHI students.

3. To provide inservices to its staff members.

Project Find was responsible for four primary activities.

1. To employ one coordinator/diagnostician, one psychologist, and one aide.

2. To screen potentially handicapped students between the ages of 0 and 25, inclusive.

3. To establish contact with the parent/guardian(s) of each potential client and, when necessary, provide referrals to other departments or agencies; and

4. To coordinate these activities in such a way that the services are provided efficiently and within mandated timelines.

The PPI program was responsible for two primary activities.

1. To employ one PPI certified teacher and one aide.

2. To provide services which meet the needs specified on each pre-primary student's individual educational plan (IEP).

Direct services were provided to 411 students/clients through these four programs. (In the previous year, 425 clients/students were served.)

In the next section, the procedures used to evaluate these programs will be described.

EVALUATION PROCEDURES

Different procedures were used to evaluate the performance of each program. They were as follows.

The Program For SEI Students

During June, 1990, records were submitted to the Evaluation Department by the program coordinator. The records detailed the performances -- both in and out of the classroom -- of students and program personnel during 1989-90. the evaluator reviewed these records and compared the performances to performance levels specified in the grant.

Program Expansion

During 1989-90, the program supervisor was misinformed as to the record keeping needs for the program and, as a result, records were not kept during the school year. However, in May, 1990, the supervisor and members of the Evaluation Department met and determined that most of the necessary records could be obtained.

In June, 1990, the supervisor submitted to the Evaluation Department the following records: 1) attendance and agenda of the inservices attended by Program Expansion teachers; and 2) student performance data from seven (50.0%) of the 14 teachers. These records, and records from personnel, were examined by an evaluator and used to assess program performance in comparison to the performance levels targeted by the grant.

Project Find

In June, 1990, the coordinator submitted a copy of the project log book to the Evaluation Department. This log book contained entries detailing what activities had occurred with regard to each referral and when those activities

had taken place (compared to mandated timelines). An evaluator reviewed these records and compared the project's performance to levels mandated by the grant.

The PPI Program

There were two elements in this procedure: interviews and examinations of district and program records.

An evaluator conducted two interviews with the program coordinator and one with the classroom teacher. The discussion topics (all related to the funded classroom) included: number, location, and assignment of staff members and ancillary service providers; number of students served and their types of handicaps and needs; types of services the students received; and nature and location of program records.

An evaluator also examined personnel individual student (IEP's, located in each student's CA-60), and teacher and therapist records to assess student needs and the program's activities in relation to the grant's mandates.

The balance of this text is divided into four sections detailing, respectively, Program for SEI students, Program Expansion, Project Find and the PPI program. Each section contains an assessment of the respective program's performance in each of its mandated activities, using the performance standards specified in the grant as criteria. Each section also contains separate summary statements and recommendations.

THE PROGRAM FOR SEVERELY EMOTIONALLY IMPAIRED STUDENTS

For the thirteenth consecutive year, the School District of the City of Saginaw operated a county-wide program for secondary level, severely emotionally impaired (SEI) students. (See Appendix A for a definition of a SEI student and the local criteria for such a student's acceptance into the program.) This program served students in a self-contained, educational setting located at 1300 E. Holland Street, Saginaw, Michigan.

Forty-two SEI students were enrolled in the program. Of these students, 38 (90.5%) were male and 4 (9.5%) were female. Fourteen students enrolled in the program came from eight districts in the county and 28 (66.7%) from the City of Saginaw. Thirteen (31.0%) transferred or withdrew from the program prior to the end of the school year.

A comparison of student enrollment data over the past five years indicated the following points:

- Student enrollment has fluctuated from 41 to 46.
- Within each of the years, approximately half of the students resided in Saginaw.
- The percent of students leaving the program prior to the end of the year has been fluctuating. Beginning in 1986-87, it was 34.8% and in 1987-88, the percent declined to 20.5%. Last year, it rose to 26.8% and this year it rose again to 31.0%.

Staffing

The program for SEI students was supervised by the Director of Student Support Services, and a building-based teacher/coordinator directed the daily activities. Three teachers, one social worker, and two aides comprised the remainder of the staff. This met the staffing objective.

Academic Instruction

Students attended school for half-day sessions[2]. During each semester, instruction was focused on three content areas. In the first semester, instruction was offered in government, mathematics, and vocational education. In the second semester, the content areas were: science, English, and shop. Work study, as appropriate, was provided in both semesters.

The grant mandated that 100% of the program's participants would receive the special education programs/services specified in their IEP's. Attainment of this objective was assessed by reviewing each student's IEP and grade reports to determine if the specified instruction was being provided. Such information was available for 29 of the 42 students (69.0%)[3], and the review indicated that, during the time they were in the program, all of these students received their required instruction.

The instructional services objective was attained.

Student Behavior Modification

A six level, behavior modification system was used by the staff. This system provided incentives for the SEI students to improve their conduct and academic achievement, and measures for the staff to assess the degree of student improvement. A description of the system appears in Appendix B.

The grant mandated that 50% of the students enrolled in the SEI program for at least 18 weeks would demonstrate a positive change of at least one

---

[2]According to the needs specified in their IEP's, some students were mainstreamed or placed in a work-related activity for the other half of the day.

[3]Grade reports were unavailable for students who left the program prior to the end of the first semester or who did not participate for at least 18 weeks.

behavioral level. Thirty-one of the 42 students (73.8%) were enrolled 18 or more weeks. Of these, 16 (51.6%) evidenced this growth, the mean gain was 0.7 behavioral units (standard deviation = 1.1). (Table C.1, in Appendix C, presents the entry and highest levels and change for each of these 31 SEI students.)

The behavior modification objective was met.

Student Employment

To aid in developing appropriate work habits, work or work-related experiences were provided to those SEI students at or above level II of the behavior modification system (referred to above and described in Appendix B). A variety of employers (a list appears in Appendix D) provided jobs for those students.

The criterion for student employment stated in the grant proposal was that up to 50% of the SEI students who 1) were enrolled in the program by the February 1, 1990, and 2) had been enrolled for at least 18 weeks would be employed for a period of at least three consecutive months. A record of student entry dates revealed that 29 students were enrolled by that date and had completed 18 weeks of participation. The employment record for these 29 students provided evidence that the actual lengths of employment ranged from 0 to 9.5 consecutive months, with an average of 3.9 (standard deviation of 3.3). Table E.1, (in Appendix E) presents a frequency distribution of these lengths. Nineteen of these 29 students (65.5%) worked three or more consecutive months, exceeding the criterion and attaining the objective.

Student Recreational Activities

In order to promote increased student awareness of the community's recreational activities and of appropriate social behavior in those settings, the program's schedule included special recreational/social activities on each Friday for those students who earned the privilege to participate.

Assessments of student behavior were recorded for each week of the school year. For these recording purposes, the week began on Friday and ended on the following Thursday. This allowed the staff to determine on Thursday each student's eligibility for the next day's activities. In order to be eligible, a student needed to be at or above level II of the behavioral modification system and needed to have earned at least 75% of her or his weekly behavior points. (Based upon a consideration of individual circumstances, some students who had earned less than 75% of the behavioral points were granted eligibility.)

A review of the program's activities log demonstrated 36 activities days were held during the year. The grant mandated that on 75% of these days, at least 50% of the enrolled SEI students above level I of the behavioral modification system would be eligible to participate. An examination of the student eligibility records revealed how frequently at least 50% of the level II-VI students in the program during a given week were eligible to participate in the activities of that week. This occurred on 35 of 36 activity days (97.2%), meeting this objective. (Appendix F contains a list of the activities attended.)

Staff Development

To maintain two-way communication between the program supervisor and the program staff, the grant mandated that a minimum of three meetings would be held during each semester of the project year (six meetings in all). Documentation submitted by the program supervisor demonstrated that ten meetings were held, seven during the first semester and three during the second. Copies of the meetings' log and agendas were examined to determine attendance and topics addressed at them. (Table G.1, in Appendix G, contains an attendance count for each of these meetings and Appendix H contains a list of the major topics.)

The documentation submitted confirmed that the staff meetings objective was attained.

Home Contacts

To maintain contact between the program staff and the parents of SEI students, the grant mandated that home contacts will be made each month for at least 90% of the enrolled students. Logs were kept to record the instances of home contacts per month from September, 1989 to June, 1990. A review of those logs revealed that during each month the percent of home contacts was 100.0%. This is the third consecutive year in which this occurred. (Table I.1, in Appendix I, contains the percent of home contacts for each month in 1989-90.)

The home contact objective was attained.

Summary And Recommendations: The Program For Severely Emotionally Impaired Students

This year marks the thirteenth consecutive year that the School District of the City of Saginaw has operated a county-wide program to serve the needs of severely emotionally impaired (SEI) students. The services this program provided included: academic instruction fitting the students' individual needs, behavioral modification, employment and recreational opportunities, and home contacts with the students' parents/guardians. During 1989-90, 42 SEI students received services.

The grant specified seven main objectives for the program to meet. The chart below offers a summary of the program's attainment of them.

Objective	Criterion Attained
Staffing	Yes
Academic Instruction	Yes
Student Behavior Modification	Yes
Student Employment	Yes
Student Recreational Activities	Yes
Staff Development	Yes
Home Contact	Yes

The chart illustrates that all of the seven objectives (100.0%) were attained. This is the fourth consecutive year in which this occurred.

For 13 years, this program has continued to demonstrate itself as a viable alternative for the education of severely emotionally impaired students.

Based upon the data received for and reported in this review, and conversations with staff members, the following recommendations are offered:

- Consideration should be given to examining why there is a notable fluctuation in yearly attrition rates. If possible, elements which helped to increase the "holding power" of the program should be incorporated into the program.

- Continue the use of both the newer and the older data collection instruments. The older instruments allow for continuity of record keeping which is valuable for any longitudinal analyses. The newer instruments, when kept up-to-date, allow for more concise data description which, in turn, provides the staff with a readily available description of the progress the program is making against its objectives' criteria.

PROGRAM EXPANSION

During 1989-1990, Program Expansion provided instructional services to 176 elementary level students. These students were classified as either learning disabled (LD), 68 educable mentally impaired (EMI), or physically and otherwise health impaired (POHI). They were served in 14 classroom sites located in 12 different school buildings, with each classroom serving between 10 and 16 students (the modal class size was 10).

Staffing

A review of employment records verified that 14 special education certified teachers and six aides were employed to work in the program. The records also verified that seven of these teachers were certified to work with LD students (one of whom was also certified to work with POHI students), five were certified to work with EMI students, and two were certified to work with EI students.

The staffing objective was met.

Instructional Services

Instructional programs which met the needs of each student [as specified within each student's individualized education plan (IEP)] were to be provided. Programs for each student were outlined by selecting individualized objectives based upon needs in six subject areas[4].

[4]The six identified subject areas were: psychomotor; social/emotional; language/reading/language arts; mathematics; science; and social studies.

There were some variations between the students with regard to the number of identified objectives. This resulted from differences in individualized programs, types of student disabilities, dates of student enrollment, and/or the amount of mainstreaming. (A copy of the Annual Goals and Short-Term Instructional Objectives summary sheets appears in Appendix J.)

The degree of student mastery of these objectives was measured through the use of various teacher-made and commercial tests. The criterion for the instructional services objective was that 75% of the students in each classroom attain at least 70% of their objectives. The criterion was applied to students in the program on or before January 22, 1990; thus, students enrolled subsequent to that time were not considered in the analysis of this program activity.

Recall from the procedures section that, because of misinformation early in the school year, student performance data was available for only seven (50.0%) of the 14 program sites. There were 86 students served in these sites, representing 48.9% of the 176 students, and 85 of these were enrolled by January 22, 1990. From this example, it is possible to have an estimate of performance for the program as a whole.

Examination of the Annual Goals and Short-Term Instructional Objectives summary sheets for each student verified that IEP's and programs were written for all of the 85 (100.0%) students in the sample.

Table 1 below, presents the number and percent of these students who met the 70% attainment standard, by classroom site. Table K.1, in Appendix K, contains a more detailed account of this information.

TABLE 1. NUMBER AND PERCENT OF PROGRAM EXPANSION STUDENTS MEETING THEIR INDIVIDUALIZED OBJECTIVES CRITERION* BY CLASSROOM.

Classroom	Number of Students*	Students Meeting Their Criterion** N	%	Site Criterion*** Met/Unmet
1	15	11	(73.3)	Unmet
2	10	8	(80.0)	Met
3	9	6	(66.7)	Unmet
4	15	4	(26.7)	Unmet
5	10	2	(20.0)	Unmet
6	15	3	(20.0)	Unmet
7	11	2	(18.2)	Unmet
TOTAL	85	36	(42.4)	Unmet

*The number of students does not include those students who entered the program after January 20, 1990.

**Criterion: Attainment of at least 70% of his/her individualized objectives.

***Site criterion: 75% of the students will attain at least 70% of their objectives.

From Table 1, it can be noted that:

- One of the seven classroom sites (14.3%) attained the performance standard, another was close; and
- The percent of students by classroom attaining the criterion ranged from 18.2 to 80.0%.

Inferring program performance from this sample, it can be noted that this objective was not attained.

A review of classroom site attainment results over the previous three years[5] revealed that 46.7%, 66.7%, and 35.7% of the sites attained the standard, in 1986-1987, 1987-1988, and 1988-1989, respectively. The 1989-90 results of 14.3% reflect a decrease from previous attainment rates.

[5]The longitudinal data are not presented in tabular form here; they were obtained from previous product evaluation reports.

Table L.1, in Appendix L, presents the number and percent of students attaining objectives, by quartiles. A review of that table illustrates that 33 of the 85 students in the sample[6] (38.8%) met 75% or more of their objectives, which is a decrease from last year (89 of 154; 57.8%). However, over three quarters (64; 75.3%) of the Program Expansion students [in the sample] met more than half of their individualized objectives.

When examining and interpreting these results, the reader should bear in mind certain aspects of the data. First, at the time of the annual review, the objectives chosen for a student to master in the succeeding year were, in essence, an estimate of what that student might attain. Second, such problems as absenteeism, tardiness, and behavioral difficulties might interfere with instruction but not be obviously reflected in the assessment of students' achievements. Also, while this sample is composed of just under half of the students served by the program, their performance may not be wholly reflective of the performance of the other approximate half.

Even though the instructional services objective was not attained, it can be noted that, based upon the sample data, the program has had a positive impact on the students it served.

---

[6]This number does not include students who entered the program after January 22, 1990.

Staff Inservices

The criterion for meeting the inservice needs of the staff was that at least five inservices would be held and that 10 teachers would participate in at least five inservice sessions. A total of 10 inservices were held during 1989-1990. A review of attendance logs from those sessions demonstrated that six of the 14 teachers (42.9%) attended five or more sessions. Thus, the criterion was partially attained. Table M.1, in Appendix M, contains a frequency distribution of the number of sessions attended.

Summary And Recommendations: Program Expansion

During 1989-1990, Program Expansion provided special education services to 176 elementary level students in 14 classroom sites. These sites were staffed by 14 teachers with LD, EMI, and/or POHI certification and by six aides. Instructional programs were written for each student from objectives in six areas: psychomotor; social/emotional; language/reading/language arts; mathematics; science; and social studies. A total of 10 inservices were held.

A summary of objective attainment for the 1987-1988 project year is contained in the following chart:

Objective	Attainment of Criterion
Staff Employment	Yes
Instructional Services/Student Attainment	No
Staff Inservice	Partially

The staff employment was attained; the staff inservice objective was partially attained; and the instructional services objective was not attained.

Even though it did not attain all the standards specified in the grant, the gains in academic performance evidenced by the students demonstrated that Program Expansion made a substantial contribution to their education.

Based upon the results of this year's program, the following recommendations are offered:

- Examine the procedures which are being used in the program sites and determine to what extent these procedures can be adjusted to result in more successful sites.
- Review the assessment procedure to determine if too many objectives per student are being selected.
- To prevent data collection problems such as occurred this year from reoccurring, continue to assess student performance and keep inservice records as in previous years.

PROJECT FIND

Project Find[7] attempted to screen potentially handicapped people between the ages of 0 and 25 years who reside in Saginaw County. Inquires concerning services for potentially handicapped individuals came to the program through a variety of sources including parents, teachers, medical personnel, and social agency workers. These inquiries were made directly to the project coordinator who usually responded by telephone or through a home visit. At that point, a determination to either screen or refer an individual to a more appropriate agency was made. (The project's coordinator keeps a record of the activities of each referred case in a log book.) A more complete description of the Project Find process appears in Appendix N and a copy of page from the coordinator's log book appears in Appendix O.

In 1989-1990, 174 individuals were referred to Project Find for screening, representing a decrease (9.4%) from the number referred in 1988-1989 (192). Of the 174, 14 (8.0%) were carry-overs from the previous year. Carry-overs are individuals upon whom cases had been opened and action had been initiated during one year but, because of the summer break, the final dispositions on their cases were deferred until the fall of the succeeding school year.

Staffing

A review of employment records demonstrated that one coordinator/diagnostician, one psychologist, and one aide were hired to staff the project.

This met the criteria stated in the grant.

---

[7] Project Find, which has been in operation for 14 consecutive years, is the local part of a state and national effort to identify potentially handicapped individuals at or under the age of 25 years.

Initial Responses

The criteria established in the grant was that initial responses had been made (and/or further action had been taken) to 95% of the inquires at the time of the review. An examination of the records performed in June, 1989 revealed that 100.0% of the inquires had received some action. Based upon the data presented, this portion of the project's objectives had been attained.

Outside Referrals

Not all of the inquiries received by Project Find personnel were appropriate; some were better handled by other agencies in district and some concerned potentially handicapped students who resided in other districts. During 1989-1990, 38 of the 174 inquiries (21.8%) were determined to be inappropriate for processing by Project Find staff. The coordinator's log book indicated that 37 (21.3%) were referred to other districts and that 1 (0.6%) was referred to another department or agency in this district for further action. The log book also indicated the dates of these referrals. This portion of the objective was attained.

The remaining 136 inquiries (78.2%) were appropriate for processing by Project Find staff.

Parent Contacts

To assure efficient and timely delivery of services, the grant mandated that 95% of the principal care givers of the referred individuals receive an initial response (in person, by telephone, or letter) to the inquiry within 10 school days of its receipt. A June, 1990 review of the coordinator's log book

showed that the relevant parent(s)/guardian(s) were contacted within these 10 days in 133 of the 135 cases[8] (98.5%). This objective was attained.

Third Party Contacts

In instances when the inquiry was initiated by someone other than a parent or guardian, the third party referrer was to receive a response regarding the final disposition of the case within 10 days of its disposition. One hundred sixteen of the 174 inquiries[9] (66.7%) were made by third parties of which nine were made in conjunction with a parent (Appendix P contains a list of third party referrers). The grant proposal specified that 65% of the third party referrers were to receive a response within that timeline. Eighty of the 116 third party referred cases (69.0%) reached a disposition. Because, as of June, 1989, 70 (87.5% of the 80 cases) of the third parties were contacted, the program's third party referrer contact objective was attained. This represents a noticable improvement over performance last year when 65.2% of the third parties were contacted.

Screening

Of the 136 referrals which were judged to be appropriate for handling by Project Find staff, 80 (58.8%) continued to the diagnosis phase (which can be seen below), 22 (16.2%) were discontinued by parental actions, 18 (13.2%) were closed administratively (17 were judged not to need referral to diagnosis and one died), and 16 were screened but further action was carried over to next year.

---

[8]This includes referrals which were carried over from last year but not those which were referred to outside agencies.

[9]This figure includes cases which were "carried over" from the previous school year but not those cases which were referred to other districts or agencies or "carried over" to 1990-91.

Diagnoses

The grant proposal mandated that 100% of the clients seen for infant or pre-primary assessment will be evaluated by an Individual Education Plan Committee (IEPC) within 30 days of the date when their respective principal care takers sign a "consent to evaluate" form (unless an extension was granted). Eighty of the 174 inquiries[10] (46.0%) reached the IEPC phase this year. Of these, 77 (96.3%) were evaluated within the mandated timeline. In the remaining three cases (3.7%), extension letters were written within the time limit and evaluations were held within the extended time period. Sixty-three of the 80 evaluated clients (78.8%) were determined to be eligible for special education services. (Appendix Q contains a frequency distribution of clients by determinations.) Thus, the program met this objective.

Summary And Recommendations: Project Find

Project Find received 174 inquiries for screening services during 1989-1990. Responses to these inquiries ranged from personal, telephone, or written replies to referrals and evaluations. Thirty-seven of the inquiries were determined to be out of the district and one was determined to be more appropriately served through other departments/agencies; they were properly forwarded. Of the 136 remaining inquiries, 14 were carry-overs from the previous year.

Eighty of these inquiries resulted in IEPC's being held. Of these, 63 (78.8%) were determined to be eligible for special education programs and/or services.

---

[10] Ibid.

A summary of the findings of this product review is provided below.

Objective	Criterion Attained
Staffing	Yes
Initial Responses	Yes
Outside Referrals	Yes
Parent Contacts	Yes
Third Party Contacts	Yes
Diagnoses	Yes

It can be seen that all of the project's objectives were attained. Project Find continued to meet its primary function (locating and screening potentially handicapped individuals) well.

Based upon the data submitted, the following recommendations are offered.

- The log book, should continue to be used in subsequent years. By presenting only one case per page and by listing target dates along side of occurrence dates, the log book affords an easily read record of how well the project is attaining its objectives.

PRE-PRIMARY IMPAIRED PROGRAM

The Pre-Primary Impaired (PPI) program of the School District of the City of Saginaw recently completed its twenty-first year of operation. The program is designed to meet the educational needs of three to five year old children who have one or more of a range of handicaps: emotionally mentally impairment (EMI); emotionally impairment (EI); autistic impairment (AI); physical or other impairment (POHI); pre-primary impairment (PPI) learning disablement (LD); speech and language impairment (SLI) and/or visually impaired (VI). The program meets these needs through classroom and ancillary services.

The program, under the supervision of the early childhood special education coordinator, is primarily housed at Longstreet School (one classroom site is located in Jones School). The staff consists of one coordinator, four pre-primary teachers, two EMI teachers, one EI teacher, one speech therapist, seven aides and four teacher consultants (one each for the AI, EI, POHI, and VI areas). The program also received part-time services of specialists (one each) in the following areas: speech and language therapy, occupational therapy, physical therapy, audiology, social work, and school psychology.

Primarily due to the efforts of Project Find and other early identification and referral activities in the school district and community, the program has recently experienced a rapid expansion in the number of students it serves (during 1989-90, the number of children served was 111). To help meet the needs of these newly identified, unserved children, the Saginaw Schools received a Preschool Incentive Grant. The grant funded only a portion of the program's costs, specifically one classroom; the balance was funded locally.

Hiring

Personnel records demonstrated that the teacher and the aide were hired and assigned as required by the grant. This objective was attained.

Delivery of Special Education Services

Program records indicated that there were 19 students between the ages of three and five enrolled in the classroom site funded by the grant. All of these students were to receive classroom services relative to their needs. In addition, a pull-out program of ancillary services provided by therapists/specialists was to be provided to those students with severe needs. The length and frequency of ancillary service each child receives varies by the child's specific need.

Student Needs

The students' IEPs (a blank copy appears in Appendix R) indicated that these students have diverse handicaps and needs. They are summarized in Table 2 on the next page.

TABLE 2. NUMBER AND PERCENT OF PRE-PRIMARY IMPAIRED (PPI) STUDENTS BY PRIMARY IMPAIRMENT, 1989-90.

Primary Impairment	PPI Students N	%
Language Impaired (LI)	5	26.3%
Pre-Primary Impaired (PPI)	5	26.3%
Autistically Impaired (AI)	3	15.8%
Emotionally Mentally Impaired (EMI)	3	15.8%
Learning Disabled (LD)	1	5.3%
Physically or Otherwise Health Impaired (POHI)	1	5.3%
Severely Language Impaired (SLI)	1	5.3%
TOTAL	19	100.1%*

*Rounding error.

As can be seen in Table 2, the students had a wide variety of needs; seven different classifications of students were served. The majority (52.6%) were either LI or PPI and nearly a third (31.6%) were either AI or EMI. Less than 16% were LD, POHI, or SLI.

Services Provided

Services (both PPI classroom and ancillary) were designed to serve these identified needs. Table 3, on the next page, describes the number of students who were identified to receive these services and the number and percent who received them.

Prior to examining Table 3, the reader should note that the students identified as needing therapy or social work are those whose needs were sufficient to require the ancillary services of the respective therapists or social

worker. During interviews with the coordinator and the classroom teacher, it was learned that all of the required services (except for special transportation) were provided, albeit to a lesser degree, by the teacher in the PPI classroom. Further, the teacher and the ancillary service providers coordinated their activities.

TABLE 3. COMPARISON OF SERVICES PRE-PRIMARY IMPAIRED (PPI) STUDENTS (N=19) WERE TO RECEIVE TO SERVICES THEY ACTUALLY RECEIVED, 1989-90.

Service	Number to Receive Service	Number and Percent Who Received Service
PPI Classroom	19	19 (100.0%)
Special Transportation	17	17 (100.0%)
Speech/Language Therapy	9	9 (100.0%)
Occupational Therapy	3	3 (100.0%)
Social Work	1	1 (100.0%)

From a review of Table 3, it can be seen that, in all cases, 100.0% of the students who were identified as needing a service received that service. This objective was attained.

Summary And Recommendations: PPI Program

During 1989-90, the PPI program provided PPI classroom and ancillary services to 111 students between the ages of three and five. Nineteen students were served in the classroom funded by the grant.

The grant mandated two activities: hiring a teacher and an aide for a PPI classroom; and providing all students those services required by their IEP's. An examination of personnel, student, and program records con-firmed that these activities occurred.

Based upon these findings and information learned during the interviews, the following recommendations are offered:

- Ancedotal evidence and unstructured observations have indicated that the program operates as intended. Consideration should be given to a process evaluation which would confirm these conclusions.

- A system of centralized record keeping should be established. This would include, but not be limited to, recording each student, the type of services he or she is eligible to receive, and the services he or she did receive.

APPENDICES

APPENDIX A

DEFINITION AND CRITERIA

Severely emotionally impaired students as defined in Rule 340.1706 of the Michigan Special Education Rules and amended by PA 541 (August, 1980) exhibit one or more of the following characteristics.

- Inability to build or maintain satisfactory interpersonal relationships within the school environment.
- Inappropriate types of behavior or feelings under normal circumstances.
- General pervasive mood of unhappiness or depression.
- Tendency to develop physical symptoms or fears associated with personal or school problems.
- Demonstration of maladaptive behaviors related to schizophrenia, autism, or similar disorders. (Does not include persons who are socially maladjusted unless it is determined that such persons are emotionally impaired.)

Local criteria (in addition to those specified above) for student placement in the Saginaw Severely Emotionally Impaired Program include:

- Having been previously IEPC'd as emotionally impaired (EI).
- Not being able to benefit from an EI program in the home district.
- Parental participation in placing the student at the Holland Education Center.

APPENDIX B

BEHAVIORAL MODIFICATION SYSTEM

LEVEL I

Behavior Description:

a. Disruptive to class
b. Disruptive to property
c. Physically abusive
d. Verbally abusive
e. Manipulative
f. Irregular attendance
g. Withdrawn

Rights and Privileges:

a. All activities in building; no off-ground activities.
b. Work done in assigned seat, out of seat only with permission.
c. No snack item.
d. May not participate in Friday activity.
e. No free time activities.
f. Staff chooses problem area to be worked on each week.
g. Movement to Level II: Two consecutive weeks of 75% or better.

LEVEL II

Behavioral Description:

a. Can interact positively with staff and peers at times.
b. Can show respect for rights and privileges of others.
c. Contributes in group situations.
d. Can accept responsibility for their own negative behavior at times.

Rights and Privileges:

a. All lower level privileges.
b. Eligible for off-grounds activities with 75% point average and staff permission (Friday activity).
c. Earns free time activity if work is complete and corrected.
d. May choose own seat in class.
e. Snack available each day at start of day.
f. May leave building with staff permission.
g. Staff chooses problem area to be worked on each week.
h. Outside activities escorted by staff or level IV, V, or VI.
i. Movement to level III: Three consecutive weeks of 80% or better.
j. Movement to level I: Less than 51% of points.

APPENDIX B

BEHAVIORAL MODIFICATION SYSTEM (Cont.)

LEVEL III

Behavioral Description:

a. Can accept responsibility for running errands.
b. Shows acceptable behavior on activities.
c. Willingness to work on goals.
d. Resists negative peer pressure.
e. Shows introspective skills (able to examine their own behavior).
f. Shows self motivation.

Rights and Privileges:

a. All lower level privileges.
b. Able to run errands for staff.
c. Eligible for off-grounds activities with 75% of points.
d. May have snack whenever desired.
e. Breaks within building need not be earned, unsupervised upon informing teacher.
f. May leave building after informing staff.
g. Eligible for placement on a job.
h. Staff chooses problem area to be worked on each week.
i. Movement to level IV: Three consecutive weeks of 85% of points or better.
j. Movement to level II: Less than 51% of points.
k. Smoke outside.
l. Go to store on break.

LEVEL IV

Behavioral Description:

a. Responsibility for behavior during unsupervised times.
b. Shows initiative in all areas.
c. Puts pressure on peers--shows leadership.
d. Shows initiative in talking with staff about problems.

Rights and Privileges:

a. All lower privileges apply.
b. Earns Friday activities with 75% of points.
c. Takes classroom responsibilities, assists teacher with teaching duties and with level I and II students.
d. A pair of gym shoes earned.
e. Staff chooses problem area to be worked on each week.
f. Movement to level V: Three consecutive weeks of 90% or better.
g. Movement to level III: Less than 51% of points.

APPENDIX B

BEHAVIORAL MODIFICATION SYSTEM (Cont.)

LEVEL V

Behavioral Description:

a. Promotes positive atmosphere at all times.

Rights and Privileges:

a. All lower level privileges.
b. Student chooses problem area to work on each week.
c. Student gives points to self with staff consultation.
d. Able to help plan own academic work with staff input.
e. More classroom responsibility, high priority for errands.
f. One lunch per week out of building.
g. Earns Friday activities with 75% of points.
h. Plans for return to regular school building begin.
i. Movement to level VI: Three consecutive weeks of 90% or better.
j. Movement to level IV: Less than 51% of points.

LEVEL VI

Behavioral Description:

a. Using leadership capabilities to help resolve problems between peers.
b. Responsible for all actions.
c. Emphasis on how to solve problems in the new school (academic and behavioral).

Rights and Privileges:

a. All lower level privileges.
b. Individualized programs, determined by student and staff.
c. Increased responsibility.
d. Begin mainstreaming in other school programs.
e. Guarenteed outside activities.
f. Movement to level V: Unsuccessful experience in other school program, or violation of Policies and Procedures of Saginaw Public Schools.

APPENDIX C

TABLE C.1. ENTRY/HIGHEST BEHAVIORAL LEVELS AND CHANGE FOR SEI STUDENTS ENROLLED EIGHTEEN OR MORE WEEKS DURING 1989-1990.

	Behavioral Levels*		
Student	Entry	Highest	Behavioral Change
1	2	3	1
2	1	2	1
3	2	1	-1
4	2	3	1
5	2	3	1
6	1	1	0
7	2	4	2
8	2	3	1
9	1	3	2
10	2	1	-1
11	3	4	1
12	2	3	1
13	1	3	2
14	1	3	2
15	2	2	0
16	2	2	0
17	1	1	0
18	2	1	-1
19	2	4	2
20	2	2	0
21	2	1	-1
22	1	1	0
23	1	3	2
24	2	5	3
25	2	2	0
26	1	1	0
27	1	4	3
28	1	1	0
29	1	3	2
30	1	1	0
31	2	2	0
Average	1.6	2.4	0.7
Standard Deviation	0.5	1.2	1.1

*Appendix B contains a description of the behavioral codes.

APPENDIX D

EMPLOYERS OF SEI STUDENTS

- Artie's Flower Shop
- Holland Education Center
- Holiday Inn
- Michigan Avenue Veterinary Clinic
- Millet Learning Center
- Miner Farms
- Salina School

JOBS HELD BY SEI STUDENTS

- Custodial Aide
- Farm Hand
- House Keeper (Maid)
- Laundry Assistant
- Stock Clerk
- Store Keeper
- Veterinary Assistant

APPENDIX E

TABLE E.1. A FREQUENCY DISTRIBUTION OF TOTAL CONSECUTIVE MONTHS WORKED BY SEI STUDENTS DURING 1989-1990.

Total Consecutive Months Employed	Students Enrolled By Feb. 1, 1990 Who Completed 18 Weeks In Program.
0.0	10
0.5	0
1.0	0
1.5	0
2.0	0
2.5	0
3.0	1
3.5	0
4.0	5
4.5	0
5.0	4
5.5	0
6.0	3
6.5	0
7.0	0
7.5	0
8.0	2
8.5	0
9.0	3
9.5	1
3.9 = Average Months Of Consecutive Employment	29
(3.3 = Standard Deviation)	

APPENDIX F

THE ACTIVITIES* ATTENDED BY STUDENTS DURING SEI ACTIVITY DAYS.

A. DINING ACTIVITIES

--Breakfast/Lunch (Denny's; McDonald's)
--Christmas Dinner
--Picnic (Bay City State Park; Imerman Park; Wickes Park)
--Thanksgiving Dinner

B. SPORTS ACTIVITIES

--Basketball
--Bowling
--Games
--Go-Karts/Putt-Putt Golf

C. TOURING ACTIVITIES

--Art Fair
--Buick City
--Mackinaw Island
--Sloan Museum

D. TRIP ACTIVITIES

--Birch Run Mall
--Boblo Island
--Detroit Zoo
--Fashion Square Mall
--Video Arcades

E. VIEWING MOVIES (VCR)

*Many of the activities occurred more than once throughout the year.

APPENDIX G

TABLE G.1. ATTENDANCE COUNTS FOR EACH OF THE 1989-90 STAFF MEETINGS OF THE PROGRAM FOR SEI STUDENTS.

Inservice	Number of Staff Members Present
1	5
2	5
3	5
4	4
5	3
6	5
7	5
8	5
9	5
10	3
Average Attendance Count (Standard Deviation)	4.5 (0.8)

APPENDIX H

A SUMMARY OF SEI MEETING TOPICS

-- Review of 1989-90 School Year
-- Goals and Objectives for 1990-91
-- Staffing Status
-- Caseloads and Class Sizes
-- Instructional Supplies and Materials
-- IEP Forms and Instructions
-- Monitoring of the Program
-- Monitoring of Caseloads
-- Instructional Services: Goals, Objectives, Levels
-- Mainstreaming Procedures
-- Monitoring Student Progress
-- Prevention and Monitoring of Suspensions
-- Protection of Individual Student and Parent Rights to Confidentiality
-- Parelleling Special Education with Regular Education Students
-- Curriculum Revision
-- Sequential Steps in Special Education
-- Follow-Up on Mainstreamed Students
-- Keeping Parents Informed on Student Progress
-- Preparation for Annual Review

APPENDIX I

TABLE I.1. NUMBER AND PERCENT OF SEI HOME CONTACTS BY MONTH DURING 1989-1990.

Month	Students Enrolled	Students With Home Contacts N %	Criterion* Met/Unmet
September, 1989	31	31 (100.0)	Met
October, 1989	32	32 (100.0)	Met
November, 1989	31	31 (100.0)	Met
December, 1989	27	27 (100.0)	Met
January, 1990	29	29 (100.0)	Met
February, 1990	30	30 (100.0)	Met
March, 1990	31	31 (100.0)	Met
April, 1990	31	31 (100.0)	Met
May, 1990	31	31 (100.0)	Met
June, 1990	29	29 (100.0)	Met
Average (Standard Deviation)	30.2 (1.4)	30.2 (100.0)	Met

*Criterion: During each month, home contacts will be made for at least 90% of the students enrolled.

APPENDIX J

ANNUAL GOALS AND SHORT TERM INSTRUCTIONAL OBJECTIVES
Saginaw Elementary Special Education Department

STUDENT_____ B.D._____ IEP DATE_____

Goals and objectives selected for this student will be assessed at least annually and/or during the month of May and as often as necessary to determine student needs. Progress is determined by Brigance Inventories, formal or informal teacher tests or teacher observations. This information will be discussed during the IEPC meeting. Unless otherwise indicated mastery of objectives is 75%.

PSYCHOMOTOR

GOAL: I ( ) The student will develop gross motor skills
( ) A. (See adaptive P.E. goals and objectives)
( ) B. OTHER_____

GOAL: II ( ) The student will develop fine motor skills
( ) A. Develop pre-writing skills
( ) B. Develop handwriting skills
(see Reading/Language Goal VI).
( ) C. OTHER_____

GOAL: III ( ) The student will develop perceptual motor skills
( ) A. Improve body image
(see Language/Readiness Goals & Objectives)
( ) B. Improve visual motor integration
( ) C. OTHER_____

SOCIAL EMOTIONAL

GOAL: I ( ) The student will demonstrate interpersonal growth
( ) A. Improve adaptive behavior
( ) B. Show improvement in impulse control
( ) C. Demonstrate a sense of reality
( ) D. Improve self concept and self confidence
( ) E. Show regard for personal welfare
( ) F. OTHER_____

GOAL: II ( ) The student will demonstrate interpersonal growth
( ) A. Demonstrate appropriate behaviors in peer/adult relationships
( ) B. Demonstrate responsible behaviors
( ) C. Demonstrate growth in social speech
( ) D. OTHER_____

GOAL: III ( ) The student will improve work habits
( ) A. Improve attendance and promptness
( ) B. Improve ability to focus and maintain attention
( ) C. Improve ability to follow directions
( ) D. Show ability to complete assigned work
( ) E. OTHER_____

LANGUAGE/READING/LANGUAGE ARTS

GOAL: I ( ) The student will improve language skills
( ) A. Improve readiness skills
( ) B. Improve syntax and fluency
( ) C. Improve listening skills
( ) D. OTHER_____

GOAL: II ( ) The student will increase word recognition
( ) A. Increase sight word vocabulary
( ) B. Increase functional word recognition
( ) C. OTHER_____

GOAL: III ( ) The student will increase word analysis abilit
( ) A. Identify/pronounce letter sounds
( ) B. Read word families
( ) C. Read affixes
( ) D. Improve syllabication skills
( ) E. Increase knowledge of word meaning
( ) F. OTHER_____

GOAL: IV ( ) The student will improve oral reading
( ) A. Improve fluency
( ) B. Improve expression
( ) C. OTHER_____

GOAL: V ( ) The student will improve oral and silent read comprehension skills
( ) A. Improve literal comprehension
( ) B. Improve interpretive comprehension skills
( ) C. Improve critical comprehension skills
( ) D. OTHER_____

GOAL: VI ( ) The student will improve written expression
( ) A. Improve handwriting skills
( ) B. Improve spelling abilities
( ) C. Improve usage of capitalization punctuation
( ) D. Identify/use parts of speech
( ) E. Improve creative expression
( ) F. Improve ability to complete functional for
( ) G. OTHER_____

GOAL: VII ( ) The student will improve reference and study skills
( ) A. Improve alphabetizing skills
( ) B. Improve ability to locate information
( ) C. Improve outlining skills
( ) D. OTHER_____

Copies: IEPC: White-Director Canary-Ca-ch Pink-Parent Goldenrod-Supervisor

APPENDIX J

ANNUAL GOALS AND SHORT TERM INSTRUCTIONAL OBJECTIVES
Saginaw Elementary Special Education Department

STUDENT_____ B.D._____ IEP DATE_____

Goals and objectives selected for this student will be assessed at least annually and/or during the month of May and as often as necessary to determine student needs. Progress is determined by Brigance Inventories, formal or informal teacher tests or teacher observations. This information will be discussed during the IEPC meeting. Unless otherwise indicated mastery of objectives is 75%.

MATHEMATICS

GOAL: I ( ) The student will develop **math readiness skill**
- ( ) A. Numeral comprehension
- ( ) B. Joins sets and understands one to one correspondence
- ( ) C. Recognizes basic geometric forms
- ( ) D. OTHER_____

GOAL: II ( ) The student will increase **math number skills**
- ( ) A. Recognize and read numbers
- ( ) B. Write numbers in numerical order
- ( ) C. Increase numeration skills (ie: >, <, =, etc.)
- ( ) D. Develop place value skills
- ( ) E. OTHER_____

GOAL: III ( ) The student will develop **math operation skills**
- ( ) A. Increase addition skills
- ( ) B. Increase subtraction skills
- ( ) C. Increase multiplication skills
- ( ) D. Increase division skills
- ( ) E. Develop the ability to identify and use fractions and decimals
- ( ) F. OTHER_____

GOAL: IV ( ) The student will increase **measurement skills**
- ( ) A. Measure in units
- ( ) B. Tell time
- ( ) C. Read and use a calendar
- ( ) D. Develop money skills
- ( ) E. Read Thermometer
- ( ) F. Read charts and graphs
- ( ) G. OTHER_____

GOAL: V ( ) The student will develop **math vocabulary skills**
- ( ) A. Understands ordinal numbers (1st, 2nd, 3rd, etc.)
- ( ) B. Understands basic math vocabulary
- ( ) C. OTHER_____

GOAL VI ( ) The student will improve **math problem solving ability**
- ( ) A. Story problems
- ( ) B. OTHER_____

SCIENCE

GOAL: I ( ) The student will increase **knowledge of science**
- ( ) A. Increase knowledge of earth science
- ( ) B. Increase knowledge of life science
- ( ) C. OTHER_____

SOCIAL STUDIES

GOAL: I ( ) The student will increase knowledge of **American/World Life**
- ( ) A. Improve knowledge of family life
- ( ) B. Improve knowledge of community life
- ( ) C. Increase knowledge of history and government
- ( ) D. OTHER_____

Copies: IEPC: White-Director Canary-Ca-60 Pink-Parent Goldenrod-Supervisor

APPENDIX K

TABLE K.1. PERCENT OF OBJECTIVES MASTERED BY STUDENT, BY CLASSROOM FOR PROGRAM EXPANSION, 1989-1990.

Student	CLASSROOM						
	1 %	2 %	3 %	4 %	5 %	6 %	7 %
A	64.7	100.0	45.5	44.4	20.0	72.7	53.6
B	86.2	60.0	62.5	68.8	32.3	40.0	23.3
C	88.9	100.0	66.7	50.0	18.9	15.0	78.3
D	72.7	33.3	90.0	88.8	91.7	18.2	34.6
E	89.1	95.0	88.2	29.0	84.6	71.4	77.3
F	61.5	100.0	89.2	83.3	45.8	40.0	52.0
G	91.7	94.7	100.0	68.2	36.4	18.8	68.0
H	100.0	85.0	100.0	85.7	36.8	22.2	61.1
I	53.3	100.0	100.0	66.7	3.8	41.2	61.1
J	89.5	85.7		63.6	59.3	61.1	52.6
K	63.7			66.7		82.7	54.5
L	100.0			76.9		23.5	
M	100.0			52.4		62.5	
N	100.0			55.5		50.0	
O	100.0			66.7		52.2	
P				65.4			
% of Stds Meeting 70% Criteria	73.3	80.0	66.7	25.0	20.0	20.0	18.2
Criteria Achieved?	No	Yes	No	No	No	No	No

APPENDIX L

TABLE L.1. NUMBER AND PERCENT OF PROGRAM EXPANSION STUDENTS BY OBJECTIVE ATTAINMENT, 1989-1990.

Classroom	NUMBER AND PERCENT OF STUDENTS								Total	
	First Quartile (0-24.9%)		Second Quartile (25-49.9%)		Third Quartile (50-74.9%)		Fourth Quartile (75-99.9%)			
	N	%	N	%	N	%	N	%	N	% of Grand Total[1]
1	0	(0.0)	0	(0.0)	5	(33.3)	10	(66.7)	15	(17.6)
2	0	(0.0)	1	(10.0)	1	(10.0)	8	(80.0)	10	(11.8)
3	0	(0.0)	1	(11.1)	2	(22.2)	6	(66.7)	9	(10.6)
4	0	(0.0)	2	(13.3)	9	(60.0)	4	(26.7)	15	(17.6)
5	3	(30.0)	4	(40.0)	1	(10.0)	2	(20.0)	10	(11.8)
6	5	(33.3)	3	(20.0)	6	(40.0)	1	(6.7)	15	(17.6)
7	1	(9.1)	1	(9.1)	7	(63.6)	2	(18.2)	11	(12.9)
Total	9	(10.6)	12	(14.1)	31	(36.5)	33	(38.8)	85	(100.0)
Cumulative Total	9	(10.6)	21	(24.7)	52	(61.2)	85	(100.0)	85	(100.0)

[1]This column sums to 99.8% due to rounding error.

APPENDIX M

TABLE M.1. FREQUENCY DISTRIBUTION OF INSERVICE ATTENDANCE BY PROGRAM EXPANSION STAFF MEMBERS DURING 1989-1990.

Teacher	Number of Inservices Attended
A	5
B	5
C	4
D	5
E	4
F	5
G	3
H	5
I	5
J	3
K	3
L	3
M	4
N	1
Average (Standard Deviation)	3.9 (1.2)

APPENDIX N

THE PROJECT FIND PROCESS

There are four major steps in the Project Find Process.[11] They include inquiry, screening, evaluation, and Individual Educational Planning and Placement Committee (IEPC) case disposition. Each is presented below with a brief description.

Inquiry. Inquiries regarding Project Find services come from a variety of sources including, parents, teachers, medical personnel, and agencies. These inquiries come directly to the coordinator. Responses to these inquiries were usually accomplished by telephone or home visit. At this point, a determination to either screen or refer an individual to a more appropriate department or agency is made.

Screening. Observation and assessment are the primary components of this phase. At the completion of screening, a staffing is held. A report with recommendations is then prepared to determine what, if any, future action should be taken. If more in-depth assessment is warranted, arrangements are made for processing a formal special education referral.

Evaluation. Evaluation is designed to look more comprehensively at the child. The evaluation is based upon the individual's suspected disability and/or presenting symptoms. Assessment by psychologists, social workers, speech and language pathologists, occupational and physical therapists, diagnostic teachers, etc., may be included in the evaluation. At the completion

---

[11] These steps are presented to provide greater understanding and lend meaning to the findings presented elsewhere in this report.

APPENDIX N

THE PROJECT FIND PROCESS (Cont).

of evaluation, a Multi-Disciplinary Team (MDT) report is prepared for review at a subsequent IEPC meeting.

IEPC Meeting. Having reviewed all documentation, IEPC participants make an eligibility determination for the client. If found to be eligible for special education services, an individual instructional program is then prepared for the student.

A case may be terminated at any point during the process. Reasons for termination may include parental request to terminate, clients not appearing for scheduled screenings and/or evaluations, results of screenings and/or evaluations not warranting any further action, clients ruled ineligible for services, or clients moving from the school district.

PROJECT FIND COORDINATOR'S LOG

APPENDIX O

* Carry Over From Last Yea
* Carry Over To Next Year
✓ File Closed
All Data Recorded

NAME: _____

B.D.: _____

INQUIRY

Source(s) _____

Date Received _____

Parent Contact Target Date _____

Parent Contact Actual Date _____

SCREENING

Infant: Date _____

Preprimary: Date _____

Other: (specify) _____

Terminated: Date and Comments _____

_____

_____

EVALUATION AND IEPC

Referral and Consent Date _____

MDT Meeting Date _____

IEPC Target Date _____

IEPC Actual Date _____

Extension Letter Date _____

Eligibility Determination _____

Third Party Feed Back Date _____

APPENDIX P

SOURCES OF THIRD PARTY REFERRALS TO PROJECT FIND DURING 1989-1990.

ORGANIZATIONS:

Personnel From:

- Association For Retarded Children (ARC)
- Blue Care Network
- Child and Family Services of Saginaw
- Crippled Children's Services
- Head Start
- Janes Street Clinic
- Saginaw County Dept. of Mental Health
- Saginaw County Dept. of Public Health
- Saginaw County Dept. of Social Services
- Saginaw General Hospital
- Saginaw Psychological Services
- Saginaw Valley Hearing Clinic
- St. Luke's Hospital
- School District of the City of Saginaw
- Teen Parent Support
- University of Michigan Hospital
- Women With Infant Children (WIC)

INDIVIDUALS:

- Audiologists
- Nurses (Registered and Licensed)
- Physical Therapists
- Physicians/Peditricians
- Program Supervisors
- Psychologists
- Social Workers
- Teachers

APPENDIX Q

TABLE Q.1. NUMBER AND PERCENT OF ELIGIBILITY DETERMINATIONS BY CATEGORY FOR PROJECT FIND CLIENTS WHOSE IEPC WERE HELD DURING 1989-1990.

Eligibility Category	Number	Percent of Determinations
Speech and Language Impaired (SP & L)	30	37.5
Preprimary Impaired (PPI)	18	22.5
Autistic Impaired (AI)	5	6.2
Physically & Othervise Health Impaired (POHI)	4	5.0
Severely Mentally Impaired (SMI)	3	3.8
Educable Mentally Impaired (EMI)	2	2.5
Trainable Mentally Impaired (TMI)	1	1.3
Ineligible	17	21.2
Total Determinations	80	100.0%

APPENDIX R

EARLY CHILDHOOD PROGRAM
SCHOOL DISTRICT OF THE CITY OF SAGINAW
DIVISION OF PUPIL PERSONNEL SERVICES

NAME _____ SCHOOL YEAR _____ DATE _____

The following GOALS AND OBJECTIVES were developed specifically to correspond with the curriculum of the EARLY CHILDHOOD PROGRAM and should be utilized whenever program and service goals are written for an ECP student. The initial or continuing IEP (Individual Educational Program) summary will be the primary place that these goals and objectives will be used. They are not intended to be all inclusive but should provide a consistent, appropriately written format that meets most needs. In all cases, they should be used selectively and should be related to a student's specific needs.

A. PRE-AMBULATORY MOTOR SKILLS AND BEHAVIORS

_____1. Supine (back) position
_____2. Prone (stomach) position
_____3. Sitting position
_____4. Standing position
_____5. Other:

B. GROSS MOTOR SKILLS AND BEHAVIORS

_____1. Standing
_____2. Walking
_____3. Stairs and climbing
_____4. Running
_____5. Jumping
_____6. Hopping
_____7. Kicking
_____8. Balance board
_____9. Catching
_____10. Rolling and throwing
_____11. Ball bouncing
_____12. Rhythm
_____13. Wheel toys
_____ Other:

C. FINE MOTOR SKILLS AND BEHAVIORS

_____1. General eye/finger/hand manipulative skills
_____2. Block tower building
_____3. Puzzles
_____4. Pre-handwriting
_____5. Draw-a-person
_____6. Designs
_____7. Cutting with scissors
_____8. Painting with brush
_____9. Clay
_____10. Other:

D. SELF HELP SKILLS

_____1. Feeding/eating
_____2. Undressing
_____3. Dressing
_____4. Unfastening
_____5. Fastening
_____6. Knows front and back of clothes
_____7. Knows when clothes are inside out and turns if needed
_____8. Toileting
_____9. Bathing
_____10. Grooming
_____11. Household chores
_____12. Other:

E. PRE-SPEECH

_____1. Receptive language
_____2. Gestures
_____3. Vocalization
_____4. Other:

F. SPEECH AND LANGUAGE SKILLS

_____1. Syntax (sentence structure)
_____2. Sentence length
_____3. Personal data responses
_____4. Social speech
_____5. Verbal direction
_____6. Picture vocabulary: Points to picture
_____ vocabulary: Names
_____7. Articulation of sounds: Initial position
_____ Articulation of sounds: Final position
_____8. Repeats numbers
_____9. Sentence memory
_____10. Singing
_____11. Other:

G. GENERAL KNOWLEDGE AND COMPREHENSION

_____1. Body parts: receptively (understanding)
_____ Body parts: expressively (talking)
_____2. Colors
_____3. Design concepts
_____4. Time concepts
_____5. Quantitative concepts
_____6. Directional/positional concepts
_____7. Sorts: by color
_____ Sorts: by shape
_____ Sorts: by size
_____8. Weather
_____9. Classifying
_____10. Knows what to do in different situations
_____11. Knows use of objects
_____12. Knows function of community helpers
_____13. Knows where to go for services
_____14. Other:

H. READINESS

_____1. Responses to and experience with books
_____2. Visual discrimination
_____3. Recites alphabet
_____4. Upper case letters
_____5. Lower case letters
_____6. Other:

I. BASIC READING SKILLS

_____1. Auditory discrimination
_____2. Initial consonants with pictures
_____3. Initial consonants visually
_____4. Initial consonants auditorily
_____5. Vowels
_____6. Short vowel sounds
_____7. Long vowel sounds
_____8. Reads color words
_____9. Reads number words
_____10. Reads common signs
_____11. Reads at grade level
_____12. Other:

White-Director
Canary-Parent
Pink-CA 60
Goldenrod-Supervisor

APPENDIX R

J. MANUSCRIPT WRITING

_____1. Prints personal data
_____2. Prints upper case letters sequentially
_____3. Prints lower case letters sequentially
_____4. Prints upper case letters dictated
_____5. Prints lower case letters dictated
_____6. Prints simple sentences
_____7. Quality of manuscript writing
_____8. Other:

K. MATH

_____1. Number concepts
_____2. Counts by rote to
_____3. Reads numerals
_____4. Numeral comprehension
_____5. Ordinal position
_____6. Numerals in sequence
_____7. Writes preceding and following numerals
_____8. Writes numerals dictated
_____9. Addition combinations
_____10. Subtraction combinations
_____11. Recognition of money
_____12. Time
_____13. Other:

L. SOCIAL COMPETENCY SKILLS

_____1. Identification
_____2. Using names of others
_____3. Greeting other children
_____4. Using equipment safely
_____5. Reporting accidents
_____6. Continuing in activities
_____7. Performing tasks
_____8. Following verbal instructions
_____9. Following new instructions
_____10. Remembering instructions
_____11. Making explanation to other children
_____12. Communicating wants
_____13. Borrowing
_____14. Returning property
_____15. Sharing
_____16. Helping others
_____17. Playing with others
_____18. Initiating involvement
_____19. Initiating group activities
_____20. Giving direction to play
_____21. Taking turns
_____22. Reaction to frustration
_____23. Dependence upon adults
_____24. Accepting limits
_____25. Effecting transitions
_____26. Changes in routine
_____27. Reassurance in public places
_____28. Response to unfamiliar adults
_____29. Unfamiliar situations
_____30. Seeking help
_____31. Other:

M. ALTERNATIVE COMMUNICATION

_____1. Fingerspelling
_____2. Manual language
_____3. Speech reading
_____4. Hearing Aid use
_____5. Use of Auditory Trainer
( )Desk ( )Loop ( )FM
_____6. Communication board
_____7. Handi-voice
_____8. Cued Speech
_____9. Others:

These goals and instructional objectives correspond with the Brigance Inventory of Early Development (0-7), the California Social Maturity Scale, and selected parts of the BCP (Behavioral Characteristic Progression) program. These, along with teacher observations, are the basics for assessment and instruction in the Early Childhood program. Evaluation of progress, using these instruments and observations, is an on-going process and is charted at least once a year, generally in the Spring.

White-Director
Canary-Parent
Pink-CA 60
Goldenrod-Supervisor